



# How do we stand?

**Purpose:** To assess the school's professional development in relationship to NSDC's definition.

**Time:** Approximately one hour.

**Materials:** A copy of NSDC's definition of professional development for each participant. The full text of the definition is available at [www.nsdc.org/standfor/definition.cfm](http://www.nsdc.org/standfor/definition.cfm).

## STEPS

1. Give participants these instructions:
  - a. Using the elements of NSDC's definition of professional development, rate where the school stands on each element using a scale of 1 to 4, with 4 being the highest rating. Add notes about evidence you considered in assigning your rating. (10 minutes)
  - b. Move into small groups of about five. Share your ratings with one another, and discuss as a team the evidence you considered in your rating. (20 minutes)
  - c. Ask a reporter from your group to share one or two insights with the large group. (10 minutes)
2. Debrief. Discuss key lessons as a faculty from the small group reports.

## RATING SCALE

1. Our school's professional development does not include this element.
2. Our school's professional development occasionally includes this element.
3. Our school's professional development includes this element most of the time.
4. Our school's professional development aligns perfectly with this element.

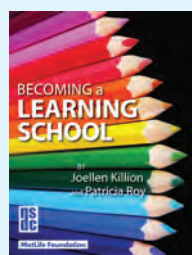
### How to order the book

One of NSDC's fundamental beliefs is that schools' most complex problems are best solved by educators collaborating and learning together. Research increasingly acknowledges the added value of collaboration among educators as contributing to improving teaching quality and student learning. When educators learn together, we believe, student opportunities for academic success increase significantly. Further, we believe that the closer professional learning is to the

classroom in which students learn, the more deeply connected it will be to student learning needs and student academic standards.

*Becoming a Learning School* offers the guidance, structure, and tools that classroom teachers, coaches, principals, and central office staff need to understand their role in the success of collaborative professional learning. This book is a critical resource in transforming schools into places where NSDC's definition of

professional learning comes to life each day for every student and every educator.



**Becoming a Learning School**  
(177 pages + CD)  
Item #B423  
Price: \$60 nonmembers,  
\$48 members  
Order at 800-727-7288 or  
[store.nsdc.org](http://store.nsdc.org)

Definition elements	Rating	Evidence
comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement		
(A) fosters collective responsibility for improved student performance		
(A) (1) aligned with state and district standards for student achievement		
(A) (2) conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders		
(A) (3) primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members in a continuous cycle of improvement		
(A) (3) (i) evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance;		
(A) (3) (ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;		
(A) (3) (iii) achieves the educator learning goals identified above by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;		
(A) (3) (iv) provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom		
(A) (3) (v) regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;		
(A) (3) (vi) informs ongoing improvements in teaching and student learning;		
(A) (3) (vii) may be supported by external assistance.		
(B) The process outlined in (A) may be supported by activities such as courses, workshops, institutes, networks, and conferences that: (1) must address the learning goals and objectives established for professional development by educators at the school level;		
(B) (2) advance the ongoing school-based professional development; and		
(B) (3) are provided by for-profit and nonprofit entities outside the school, such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.		